

Caring, Sharing, Loving

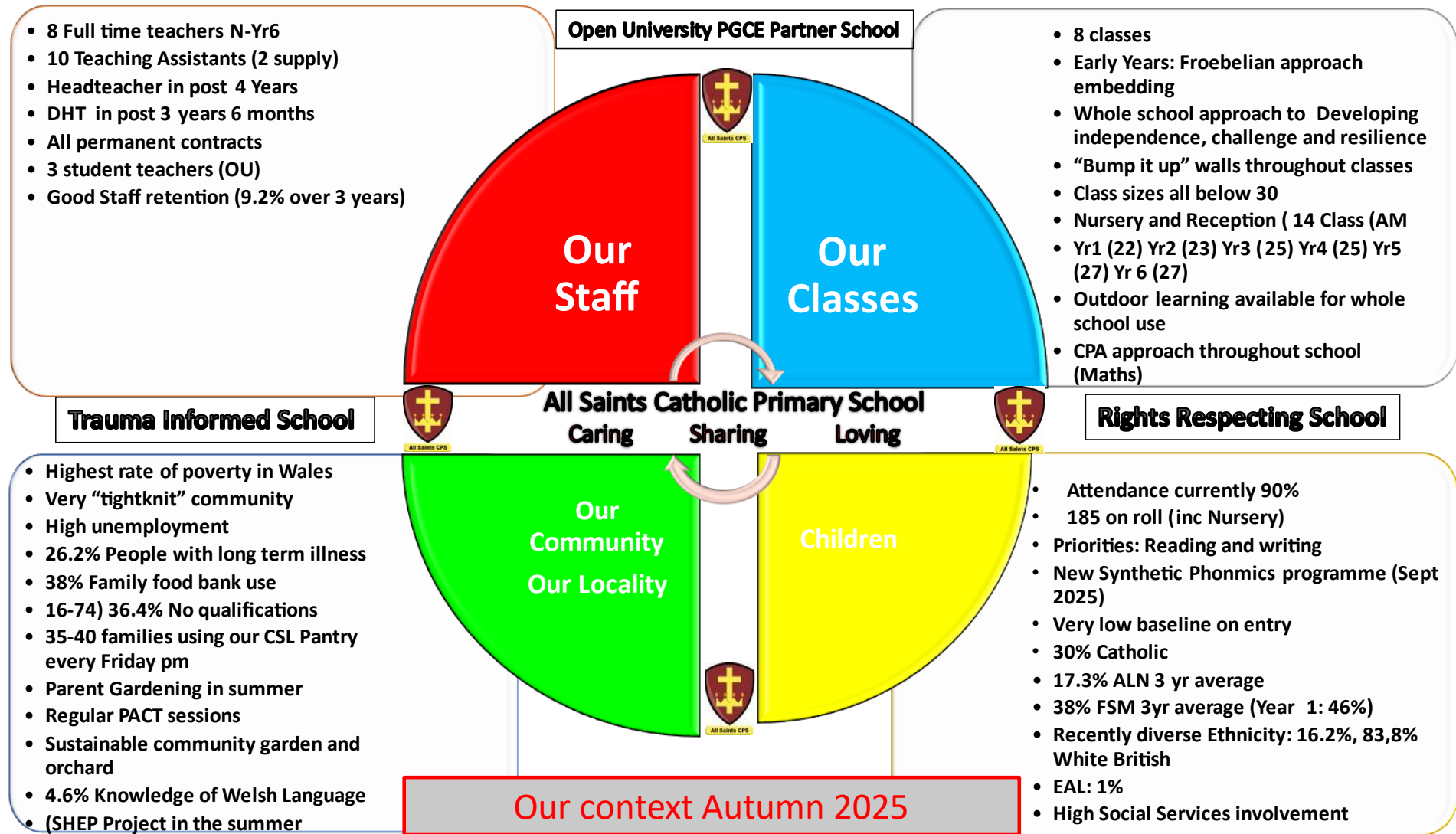


All Saints Catholic Primary School
School Development Plan 2025-2028

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Pupil Information 2024-2025	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
Cohort	22	23	24	25	27	27	148
Male	15	10	15	9	11	14	72
Female	7	13	9	16	16	13	77
FSM	4	11	12	10	9	8	54
CLA	0	0	0	0	0	0	0
EAL	0	2	0	1	2	2	7
ALN	4	4	2	4	6	6	26
School IDP	2	0	0	1	1	2	6
LA IDP	0	1	0	1	1	0	3

ALN profile

Statistical picture of ALN in the school

26 children on the ALN register, which equates to 17.2%.

4 children in Nursery.

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Our Vision for learning at All Saints

Caring, Sharing and loving

2025.2026

At All Saints we have a vision to implement purposeful actions that will raise standards through authentic, spiritual and contextual activities, with deep learning being crucial for our new curriculum.

We aim for our children to make progress by developing a more sophisticated understanding of concepts, with the four purposes guiding everything we do as they move through the school. Our teaching at All Saints must ensure the children are able to make links between all AOLEs, through autonomy, mastery and purpose, so they become motivated lifelong learners through knowing how to learn and be confident to talk about their learning.

Self-Evaluation Support will be for improvement and not judgement with an expectation for all staff to engage regularly with The New Professional Standards.

We will embed systems for collecting and exchanging information, learning and knowledge to create a learning environment where every child achieves.

A trauma informed, nurturing environment with a recognition that all children need to first, be ready to learn by applying empathy and not sympathy, will form the foundation for everything we do in pursuit of the four purposes. Every member of staff at All Saints will be aware of all children's dispositions and aspirations as well as their baselines of knowledge and skills, independence and resilience. Staff will understand the need for these areas to be part of our assessment arrangements with children's input. We will create a sense of belonging amongst staff, pupils and the community.

Professional learning and Professional Enquiry will become embedded and be recognised as being essential for improving pedagogy. We will plan around the 12 pedagogical principles to create a broad curriculum for all children, driven by pupil, parent and community discussions. This will enable our children to make meaningful progress by teaching the children **what matters**, that helps us in good ways to move children forward to prepare them for their futures.

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Attendance

Attendance is monitored fortnightly. This is a snapshot of the results of monitoring at the beginning of November 2025.

Key Findings

Attendance rates vary widely, with several pupils below 85%, and some as low as 43%. Common reasons for absence: illness (chickenpox, tonsillitis), holidays, anxiety, and social services involvement. Many pupils have received Letter 1 or 2, but some are at Letter 3 or 4, indicating persistent issues. A few cases show improvement, but others remain static or worsening.

Attendance Summary: Next Steps (aligned with Blaenau Gwent Attendance Pathways)

Early Intervention Continue issuing letters promptly for pupils falling below 95%.

Use phone calls and informal meetings before escalation **Targeted Support:** Arrange attendance meetings for parents whose children are below 90% and who DNA (Did Not Attend) previous meetings.

Work with families to identify barriers (e.g., anxiety, transport, illness patterns).

Escalation

For persistent non-attendance (below 85% and no improvement) they are moved to Formal Attendance Panel.

Involve Education Welfare Services and where necessary, social services.

Positive Reinforcement

Implement fortnightly monitoring and celebrate improvements.

Use incentives for pupils returning after illness or anxiety-related absence.

Data Monitoring

Track trends fortnightly and update pathways accordingly.

Highlight pupils moving between stages for quick response.

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Self-Evaluation of progress since Estyn Inspection May 2024

Overview

Since the core inspection, the Headteacher has had an unerring focus on improving aspects of leadership, curriculum and teaching, as outlined in the inspection, and the pace of change has been rapid. Leaders have developed processes and used the outcomes of self-evaluation well to identify those specific areas that are aspects for improvement. The school's PIAP has been implemented systematically and reviewed for impact, with additional action taken as required, to ensure good momentum. All staff have engaged well with external professional learning and support, and have taken part in meaningful and ongoing dialogue about how to give children the best possible learning experiences, with most developing their practice well in line with new agreed approaches. Most of the improvements continue to be consolidated, and the impact of leadership on provision and pupil learning and progress is evident.

R1 Strengthen self-evaluation and planning for improvement procedures in order to address the most important areas for improvement

- Overall, strong progress has been made against this recommendation.
- A well-structured and evidence-based approach to self-evaluation as a key driver for continuous improvement has been implemented. Since the Estyn inspection in May 2024, the school leadership team (SLT), in collaboration with staff and governors, have invested time and resources to embed a culture of reflection, accountability and strategic direction.
- The SLT has demonstrated a strong commitment to carrying out a range of self-evaluation activities aligning closely to the school's Estyn recommendations. Leaders use self-evaluation strategically to identify the right key priorities arising from accurate self-evaluation in the SDP/PIAP.
- Teachers and support staff have been actively involved in monitoring activities and there is a shared and honest understanding of the school's strengths and areas of development. This has enabled the development of a reflective culture in respect of both leadership and the development of teaching.
- The outcomes of self-evaluation are also used well to identify more precise areas for improvement. For example, monitoring activity showed that aspects of pupils' writing needed improving. As a result, leaders implemented a bespoke programme of support working with school improvement partners and have introduced a range of writing strategies (a writing toolkit). These have been implemented across the school and consequently standards in pupils' writing have improved in the aspects identified, with most pupils are making good progress from their starting points.

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R2 Ensure that the curriculum builds systematically and coherently and allows pupils to make choices in how and what they learn in order to develop their skills as independent learners

- Overall, strong progress against this recommendation has been made. SLT have worked with school improvement partners to successfully develop a purposeful curriculum that is systematically structured and coherently sequenced, enabling pupils to build knowledge and skills progressively across all areas of learning. Leaders have ensured that the key concepts are revisited and deepened over time, allowing for cumulative learning that supports a more in-depth understanding. The new curriculum design enables pupils to have a choice in how they approach tasks and where appropriate in what they learn. This balance between structure and autonomy has fostered a growing culture of independence, with many pupils now able to articulate their learning with clarity and reflect on their progress. Leaders have focused specifically on improving the key enablers (the environment, the experiences and the enabling adults) and consequently, most pupils demonstrate high levels of engagement, curiosity and resilience, with many showing the ability to think critically and apply their learning in a range of contexts. As part of the drive to review and refresh the curriculum, the school has revisited its teaching and learning strategy and there are now clear links between it and the curriculum, so that agreed pedagogical principles and approaches are in place. The new 'carousel' approach is encouraging pupils to be autonomous in their learning and pupils are able to choose how they present their work. The curriculum is now well matched to pupils' needs. Authentic and real-life examples support pupils' learning and understanding well.
- As a result of the careful mapping of progressive skills throughout the curriculum, many pupils make good progress from their starting points. For example, in reading, 67.8% of pupils are reading around their expected level/ at or above their chronological age.
- Year 2: 71%, Year 3: 38% Year 4: 56% Year 5: 81% Year 6: 70% **Whole school average: 63.2%**
- Behaviour for learning and attitudes to learning is strong. There is a good foundation of nurture and a learning 'buzz' around the school, which reflects the strong levels of pupil engagement. Most pupils are keen to talk about their learning and why they like school. The curriculum offer ensures that pupils have the opportunity to develop a sense of 'Cynefin' belonging to their community and locality and more widely to their country of Wales, with its unique culture and language. The school's faith school context brings considerable strength to its curriculum, with well-established elements of RVE/RSE and diversity, e.g., celebrating different faiths and festivals, such as Diwali in October 2025.
- The school received a favourable RE inspection in summer 2025. The report noted that the curriculum fully meets the requirements of the Directory, in the allocation of time and the resources given to its delivery. High-quality resources contribute to a rich and engaging learning environment, further enhanced by the support of additional adults. The head teacher and senior leadership team contribute a diverse range of skills and enthusiasm, enhancing the school's RE provision and overseeing its ongoing development. They recognise that the school is on a journey of improvement and have the knowledge to secure the school's improvement. Pupils' books demonstrate clear skill progression throughout the school and include a wide variety of learning experiences, e.g. thinking skills activities, a range of writing and extended writing, art, and IT work. In lessons observed, questioning strategies and talk partners were effectively used to support and enrich learning.

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R3 Ensure that teaching consistently provides appropriate challenge, and feedback from staff, helps pupils improve their work

- The school has made steady progress against this recommendation.
- SLT have led the staff in the collaborative creation of a whole school teaching and learning strategy with a clear emphasis on ensuring pupils are challenged and high-quality feedback is given to support pupil progress.
- Self-evaluation has identified that many teachers now plan carefully, regularly and collaboratively to ensure lessons challenge pupils' thinking and deepen their understanding.
- 'Five questions for clarity' and pupils co-constructing the success criteria are now embedded ways of working. This has enabled pupils to explain their learning and understand their next steps.
- All classes have effectively implemented 'Bump It Up' walls to scaffold learning and enhance self-assessment.
- Both verbal and written feedback have been a priority and this is becoming more targeted and timelier, helping pupils recognise their next steps and take ownership of their learning. However, leaders have identified that variance remains in the quality and usefulness to the learners of written feedback provided in pupils' books, as this is inconsistent across the classes.
- Improvements have been made in identified areas, with impact evident in teaching approaches and in pupils' work. For example, recent narrative writing shows a focus on identification of key vocabulary and text annotation followed by use of the vocabulary in context, noting this on a subsequent narrative planning tool. Pupils experiment with a range of sentence opener types and draft their narrative in sections. Each section is edited by the pupil, and the teacher offers feedback to support further improvement.
- The school has a clear learning and teaching strategy which is communicated effectively.
- In the early years the learning environments are consistent, with good use of the non-maintained setting curriculum. Areas are planned for well.
- The structured teaching of phonics is now in place and has been a new scheme since September 2025.
- All classes from Reception to year 6 have bump it up walls, examples of pupils co constructing success criteria.
- Teachers have developed their pedagogy to focus on developing independence. Nearly all pupils have responded well to this, with teachers facilitating learning and allowing pupils to have more autonomy.

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Targets for Current Academic Year: 2025.2026

Teaching and learning:

- Ensure that children develop their skills as **independent learners**
- Develop pupils ability **to write at length including across the curriculum**
- **Improve reading ages from 63.2% to 77% of children reading at/or above their chronological age**
- Ensure that Assessment and **feedback** from staff helps pupils improve their work
- Ensure that teaching provides appropriate **challenge** to all pupils
- Ensure that work on **spreadsheets** is further developed

Leading and improving

- Continue to ensure all stakeholders are included in developing our curriculum to ensure it is **cohesive, progressive and systematic**
- Ensure that Professional learning **directly influences the outcomes for all children**
- Continue to monitor attendance effectively to ensure that attendance continues to increase
- Embed the roles of **School Parliament groups** in order to influence key messages and actions at a whole school level

Care, support and wellbeing

- Continue to embed and formalise the approach to wellbeing across the school using the “Whole school Approach” model with Blaenau-Gwent

BGCBC Local Authority Priorities

- Autumn Term: Strengthen self-evaluation and improvement planning processes
- Spring Term: Independent learning
- Summer Term: Challenge and expectation

Main Priorities: High Level Summary (Next Steps)

Priority 1

- Further embed self-evaluation into the school’s culture by strengthening middle leadership capacity and ensure all staff routinely engage in reflective practice linked directly to pupil learning and outcomes.

Priority 2

- Review and refine curriculum design regularly and monitor the impact on pupils’ progress.
- Develop a consistent whole school approach to teaching metacognitive strategies so pupils are taught how to plan, monitor and evaluate their own learning.

Priority 3

- Leaders identified in a recent literacy book scrutiny that there is limited evidence of pupils improving/uplevelling their work as a result of ‘live feedback’. As a result, leaders are prioritising high quality feedback through ongoing professional learning and the development of a bespoke Assessment and Feedback Policy, which is supporting all staff to refine their approach to pedagogy and embed challenge and feedback more effectively into their daily practice to ensure all pupils improve their work.

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AOLE Action Plan Priorities		
<p>LLC and Welsh (LLC – RM/Welsh – DJ)</p> <ul style="list-style-type: none"> • Implement Non-Fiction planning skeletons • Images from toolkit used as success criteria • Introduction of cold tasks • Focus on handwriting • Incidental welsh to be planned 	<p>Maths and Numeracy (DB)</p> <ul style="list-style-type: none"> • Development of quantity of Maths evidence as well as quality • Identify areas across the curriculum to consolidate skills • Implement BIU walls in every class • Progressive Mathematical language development • Develop non-negotiables for Maths 	<p>Health and Wellbeing (FB)</p> <ul style="list-style-type: none"> • PACT sessions to be planned into the school calendar • Focus on E-Safety for children and the wider community
<p>STEM (Science – NW/DCF – AD)</p> <ul style="list-style-type: none"> • Use of DigiDen across the school • Develop progressive the language of predictions • Audit science resources across the school • Spreadsheet development 	<p>Humanities (LL)</p> <ul style="list-style-type: none"> • Focus on progressive geography • Implement cluster Humanities curriculum • Develop writing across the curriculum through the project placemats 	<p>Expressive Arts (CM)</p> <ul style="list-style-type: none"> • Work with cluster to develop Expressive Arts curriculum

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Three Year SDP Plan (2025.2028)

Year 1 2025.2026	Priority
1	Embed teaching and learning strategy: Purposeful and effective learning environments, engaging experiences: independence extend progressive skills in reading, writing and numeracy.
2	Curriculum development: Allow pupils to make choices in how and what they learn in order to develop progressive and transferable skills
3	Assessment and Feedback: consistent and purposeful

BGCBC Local Authority Priorities

- Autumn Term: Strengthen self-evaluation and improvement planning processes
- Spring Term: Independent learning
- Summer Term: Challenge and expectation

Year 2 2026.2027	Priority
1	Enhance and embed effective learning environments: Further develop independence and extend progressive skills in reading, writing and numeracy.
2	Curriculum development: to develop progressive and transferable skills
3	Assessment and Feedback: consistent and purposeful

Year 3 2027.2028	Priority
1	Enhance and embed effective learning environments: Further develop independence and extend progressive skills in reading, writing and numeracy.
2	Curriculum development: to develop progressive and transferable skills
3	Assessment and Feedback: consistent and purposeful

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Detailed Plan Year 1 (2025.2026) priorities

Priority 1: Continue to embed our new learning and teaching strategy through creating purposeful and effective learning environments in order to deliver engaging experiences that foster children's independence, provide challenge across the curriculum and to extend progressive skills in reading, writing and numeracy.

Key Staff Member: Joe Price

Link Governor: Tim Baxter

Other Key Links: Local Authority / EAS

Rationale:

- **Improves pupil engagement and motivation:** Purposeful and stimulating environments make learning enjoyable and meaningful, increasing participation and enthusiasm.
- **Fosters independence and resilience:** Encouraging pupils to take ownership of their learning builds confidence and prepares them for lifelong learning.
- **Ensures appropriate challenge:** Differentiated and well-planned activities stretch all learners, helping them reach their full potential across the curriculum.
- **Strengthens core skills:** Embedding progressive approaches in reading, writing, and numeracy ensures pupils develop essential competencies for future success.
- Aligns with school vision and local and national priorities: .
- **Promotes consistency and high standards:** A whole-school approach ensures that effective practices are embedded across all classrooms, reducing variability in pupil outcomes.
- **Supports long-term improvement:** Creating purposeful environments and engaging experiences leads to sustained progress and improved attainment over time.

Monitoring Arrangements:

- Via the school's monitoring cycle –all leaders collect a wide range of timely evidence of quality and standards to be able to report the impact to governors and establish next steps
- Headteacher to ensure that the MER cycle identifies the most important areas for improvement
- Head teacher to report to the Governing Body during Governors meetings, on the progress made against the priorities within this SDP

Links to:

National priorities of raising standards in:

- LLC
- Reducing the impact of poverty on educational attainment

National Mission:

- Learning for life
- Breaking down barriers to learning
- A positive education experience for all
- High quality teaching and leadership

Regional/local priorities:

- Autumn Term: Strengthen self-evaluation and improvement planning processes
- Spring Term: Independent learning
- Summer Term: Challenge and expectation

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Monitoring rationale: Focus of monitoring: As a result of introducing our new Learning and Teaching strategy and Assessment and Feedback Policy this academic year 2025.2026, how much impact have they had on the children (and Enabling Adults) understanding of:

- The difference between learning (planning and teaching for) skills over content
- Skills development and how these are applied across the curriculum
- Understanding of learning Intention (and how skills based this is)
- Ability to act on feedback to improve
- Challenge, resilience and independence
- Understanding of next steps needed to improve

Priority/Objective	Links to PIAP 2024.25	Actions/Professional learning	Success criteria	Resources	Timescale Start/End	• Monitoring arrangements: who, what,where,when
Review and refresh self-evaluation and improvement planning processes by:						
Continuing to develop and embed monitoring activities. Analyse triangulated evidence, using relevant first-hand data termly to inform leaders' evaluation of progress against priorities, including book looks, listening to learners, learning walks, lesson observations, staff voice, parent voice, pupil progress data and Video analysis of lessons. Link	1.3 1.11	<ul style="list-style-type: none"> • Senior leaders effectively revisit monitoring activities such as work scrutiny • All staff are clear about the strengths and areas for development in teaching both individually and across the school. 	Required improvements following monitoring have taken place.	Effective MER Cycle Half termly learning scrutiny/walks completed by AOLE leads with clear directive focus from HT linked to school's	Termly	<ul style="list-style-type: none"> • Sept 8th: Monster Phonics baseline to be completed Rec, Yr 1, Yr2, Yr3, Yr4. • Sept 8th: Numeracy screening for Yr3, Yr4, Yr5, Yr6 to establish baseline • W/C Jan 6th Numeracy screening (All Staff) • W/C Jan 6th Phonics screening (on going) (RM/RP)

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governors to be included in activities.		<ul style="list-style-type: none"> The standards that pupils achieve are monitored on a half termly basis and pupils make at least good progress overall. Nearly all learners make at least expected progress as a result of the actions the school has taken to improve specific identified areas in teaching and in the delivery of a cohesive curriculum that builds throughout the school. Ensure that a range of relevant first-hand evidence is collected over the year to inform leaders' evaluation of progress against priorities 	<p>Skill progression is evident in books/work</p> <p>Leaders are able to write evaluatively for impact and decide next steps</p> <p>Nearly all pupils make good progress from their own baseline</p>	<p>priorities</p> <p>Introduction of "Ghost walks"</p>		<ul style="list-style-type: none"> W/C May 6th (On going Phonics screening 2026 RM/RP) Sept-Oct (By Half term 23rd Oct) On entry baseline (Love letters) FB/DS/DJ W/C Nov 10th: PM Benchmarking: baseline for reading ages. JP/RP/ND W/C Nov 17th and W/C Nov 24th : Whole school monitoring fortnight: SLT to evaluate as per priority W/C Nov 17th and W/C Nov 24th AOLE self evaluation update: AOLE coordinators W/C Dec 4th: Pupil progress meetings: Skill progression in books/work (not content) <p>Extent to which actual Assessment and feedback is linked to improvements in books and next steps based on A and F are clear in planning (Boulders, pebbles and sand planning?)</p> <p>Are the children talking about their learning. E.g. 5 q's for Clarity (</p>
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What are you learning...?...
alluding to skills learnt (not what they have done (content), What do you need to succeed..?... and how they apply these skills when learning in other AOLEs (across the curriculum) and know their next steps

Attitudes to learning

(Independence) What does independence look like?

How effectively are BIUWs being used?

Data to be used to monitor and assess impact?

April 1st: Pupil progress meetings: As above

April 9th: Listening to learners (all classes using the 5 questions for clarity

May 7th: Phase book look and evaluation of learning environment via a whole staff learning walk

W/C June 2nd and W/C June 9th: National test data collection and analysis (All Staff)

W/B June 16th and W/C June 23rd Monitoring fortnight: AOLE self-evaluation

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						<p>July 1st: Pupil progress meetings</p> <p>July 17th End of Year evaluation: All Staff</p>
<p>Providing further coaching to all middle leaders to be involved in the MER cycle, to ensure consistent and accurate judgments about the quality, impact and effectiveness of the school's work in the precise areas for improvement. E.g. New teaching and Learning strategy..."What it means to be an enabling adult at All Saints."</p>	<p>1.3</p> <p>1.11</p>	<ul style="list-style-type: none"> All leaders involved in the monitoring cycle develop their self-evaluation skills and achieve a consistent approach and an accurate view of provision and progress in the precise areas for improvement. 	<p>SLT are able to see first hand that middle leaders are writing evaluatively for impact and next steps can be planned for as a result</p> <p>All practitioners act on agreed areas for action in the precise areas for improvement identified in monitoring activities within teaching and learning and curriculum development</p>	<p>Provide staff training on effective monitoring as part of PL cycle</p> <p>Introduction of "Ghost walks"</p>	<p>By end of Autumn Term 2025</p>	<p>Once a term dedicated staff meeting from September 2025 to July 2026 (All Staff)</p>
<p>Improving attendance from 90% to 92%</p>		<ul style="list-style-type: none"> Attendance monitoring to be carried out on a fortnightly basis (see above) Attendance data to be analysed to 	<p>Improvement in attendance as per targets</p>	<p>LA guidelines on attendance</p>	<p>Termly</p>	<p>W/C Sept 15th: Attendance monitoring: To be continued every fortnight from now on</p>

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		<p>ensure there is an accurate picture of reasons why targeted children's attendance is below 90%</p> <ul style="list-style-type: none"> Follow attendance monitoring pathway as per LA guidelines 				JP/FB/ND
Re-introducing Leson Video analysis of Pedagogy (LVA) timetable		<ul style="list-style-type: none"> LVA timetable to be constructed by AD/DB as per MER Cycle Coaches to be identified for every member of staff 	<p>All teachers to work collaboratively with coaches</p> <p>Improvements in pedagogy based on findings of SEV</p>	LVA books for evaluation and next steps	Autumn 2025-Spring 2026-Summer 2026	<p>W/C Oct 6th: Lesson Video analysis (LVA) All Staff</p> <p>W/C Feb 9th 2026 LVA : All staff to evaluate lesson and monitor own progress from last term's actions</p> <p>W/C 10th May 2026: LVA As above</p> <p>June 2026:All Staff to produce a self-evaluation based on the impact they have shown surrounding their own development in pedagogy</p>

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Autumn Term Progress 2025

Impact against actions and success criteria	Next steps for Spring Term
RAG rating for progress	

Spring Term Progress 2026

Impact against actions and success criteria	Next steps for Summer Term
RAG rating for progress	

Summer Term Progress 2026

Impact against actions and success criteria	Next steps for 2026.2027 SDP
RAG rating for progress	

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Priority 2: **Continue to ensure that the curriculum builds systematically and coherently to allow pupils to make choices in how and what they learn in order to develop progressive and transferable skills across the curriculum**

Key Staff Member: Joe Price

Link Governor: Tim Baxter

Other Key Links: SIP, Partner School

Rationale:

- **Supports progression and continuity:** A well-sequenced curriculum ensures knowledge and skills build logically over time, reducing gaps and misconceptions.
- **Promotes pupil independence:** Allowing pupils to make choices in their learning fosters ownership, motivation, and engagement.
- **Develops transferable skills:** Embedding opportunities for problem-solving, critical thinking, and collaboration prepares pupils for success across subjects and in life beyond school.
- **Aligns with national expectations:** A coherent curriculum ensures compliance and quality.
- **Encourages deeper learning:** Systematic planning enables pupils to connect concepts across subjects, strengthening understanding and application.
- **Prepares pupils for future learning:** Progressive skill development equips pupils for transition to the next stage of education and lifelong learning.

Monitoring Arrangements:

- All actions and impact to be rag-rated with notes on impact in the final 'Evaluation and Impact' column of this SDP
- Via the school's monitoring cycle leaders collect a wide range of timely evidence of quality and standards to be able to report to governors on the most important areas for improvement such as Curriculum development and establish next steps.
- Headteacher to ensure that the MER cycle identifies the most important areas for improvement
- Head teacher to report to the Governing Body during Governors meetings, on the progress made against the priorities within this SDP

Links to:

National priorities of raising standards in:

- LLC
- Reducing the impact of poverty on educational attainment

National Mission:

- Learning for life
- Breaking down barriers to learning
- A positive education experience for all
- High quality teaching and leadership

Regional/local priorities:

- Autumn Term: Strengthen self-evaluation and improvement planning processes
- Spring Term: Independent learning
- Summer Term: Challenge and expectation

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Priority/objective Headteacher/SLT to revise and refine precise areas of the current curriculum by:	Links to PIAP 2024.25	Actions/professional learning	Success criteria	Resources	Timescale Start/End	Monitoring arrangements: who, what,where,when
Continuing to embed the whole school strategy for teaching and learning including The Five Questions for Clarity: to embed independence and challenge for all pupils by applying 'enablers' approaches to pedagogy from N-Y6.	1.1 2.1 2.4 3.3	<ul style="list-style-type: none"> • A contextual and purposeful curriculum that is effectively sequenced and underpinned by the principles of progression, statements of what matters, cross curricula skills and cross cutting themes. • Continue to implement and embed project placemats to ensure progression across the school • Non-Negotiables to be revisited and reviewed every half term with all staff 	All staff will have a demonstrable and secure understanding of the 3 Es and of what progression looks like from N to Y6	Teaching and Learning Strategy document	End of autumn term 2025	<ul style="list-style-type: none"> • Sept-Oct (By Half term 23rd Oct) On entry baseline (Love letters) FB/DS/DJ • W/C Nov 10th: PM Benchmarking: baseline for reading ages. JP/RP/ND • W/C Nov 17th and W/C Nov 24th : Whole school monitoring fortnight: SLT to evaluate as per priority • W/C Nov 17th , Feb 10th, W/C June 16th : Listening to learners (5 q's for C) • W/C Nov 17th and W/C Nov 24th AOLE self evaluation update: AOLE coordinators • W/C Dec 4th: Pupil progress meetings: • W/C April 1st: Pupil progress meetings: Skill progression in books/work (not content)

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						<p>Compared evaluatively to Dec PPMs: Extent to which actual Assessment and feedback is linked to improvements in books and next steps based on A and F are clear in planning (Boulders, pebbles and sand planning?)</p> <p>Are the children talking about their learning. E.g. 5 q's for Clarity (What are you learning...?... alluding to skills learnt (not what they have done (content), What do you need to succeed..?... and how they apply these skills when learning in other AOLEs (across the curriculum) and know their next steps</p> <p>Attitudes to learning</p> <p>(Independence) What does independence look like?</p> <p>How effectively are BIUWs being used?</p> <p>Data to be used to monitor and assess impact</p>
Continuing to develop short term planning, in which teachers planning engages authentic contexts that develop progressive knowledge and skills	2.2	<ul style="list-style-type: none"> • Planning builds on pupil's prior knowledge and skills • Planning demonstrates clear understanding of the success criteria linked to the learning intention and considers opportunities to co-construct these through pupil voice 	Planning shows clear and appropriate learning intentions and linked to "in the moment" evaluations	Enabling learning documentation Whole school planning documents linked to	Termly	<p>Skills and knowledge progression in books/work (not content)</p> <p>Extent to which actual Assessment and feedback is linked to improvements in books and next steps based on A and F are clear in</p>

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<p>linked to 'what it means to be an enabling adult at AS document'</p> <p>Review long term planning to ensure short term planning develops progressive knowledge and skills in an authentic context</p>		<ul style="list-style-type: none"> • Planning identifies authentic opportunities to bring the learning intention to life to deepen and broaden learning • Teachers select appropriate pedagogical strategies from the 12 pedagogical principles • Ensure there is clarity in planning for progression across the school 	<p>The role of the enabling adult is effectively planned for, to appropriately support the learning intentions</p>	<p>curriculum development</p>	<p>Termly</p>	<p>planning (Boulders, pebbles and sand planning?)</p> <p>Are the children talking about their learning. E.g. 5 q's for Clarity (What are you learning...?... alluding to skills and knowledge learnt (not what they have done (content), What do you need to succeed..? and how they apply these skills when learning in other AOLEs (across the curriculum) and know their next steps</p> <p>Attitudes to learning</p> <p>(Independence) What does independence look like?</p> <p>How effectively are BIUWs being used?</p> <p>Data to be used to monitor and assess impact?</p>
<p>Developing planning documentation, which plans skill development and enhancement within outdoor learning to ensure children can demonstrate skill progression within the lesson</p>		<ul style="list-style-type: none"> • Training for all staff on the importance of learning in nature and effectively using the outdoor spaces in school purposefully • Forest School timetable to be developed and implemented (LK) 	<p>Outdoor learning to be planned weekly using short term planning sheets and monitored regularly by SLT</p>	<p>Outdoor learning documentation (Froebel)</p>	<p>INSET day on September 1st 2025</p>	<p>March 2026: Outdoor learning evaluation JP/FB/RM/DB/LK</p>

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daily/weekly/termly						
Reviewing the school's ICT curriculum, to ensure that pupils have planned opportunities to develop their use of spreadsheets in a planned way as they move through the school.	3.2	<ul style="list-style-type: none"> Pupils have planned opportunities to use databases, 	AD Good development of their knowledge of using spreadsheets as they move through the school.	DigiDen curriculum and cluster documents e.g. DCF	September 2025	On going: JP and AD
Developing children's spelling and reading skills through the implementation of the Monster Phonics programme		<ul style="list-style-type: none"> Staff to receive relevant PL All children to be assessed using the tool within Monster Phonics FB to monitor that MP is being taught daily and assessed regularly 	FB Daily lessons in class	Monster Phonics website	September 2025	Sept 1 st : Phonics baseline completed
Continuing to develop skill enhancement and progression across the school using Froebel's occupation documentation		<ul style="list-style-type: none"> DB to work with LSAs to identify PL opportunities, where they become 'specialists' in one of the occupations LSAs to plan and support with the development of their occupation across the school FB to attend LA training 	DB	Froebel Training online Visits to Dewstow primary school (LSA)	December 2025	LA training evaluation: Spring term: FB/JP/DB/RM

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Autumn Term Progress 2025

Autumn Term Progress 2025	
Impact against actions and success criteria	Next steps for Spring Term
RAG rating for progress	

Spring Term Progress 2026

Spring Term Progress 2026	
Impact against actions and success criteria	Next steps for Summer Term
RAG rating for progress	

Summer Term Progress 2026

Summer Term Progress 2026	
Impact against actions and success criteria	Next steps for 2026.2027 SDP
RAG rating for progress	

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Priority 3: **Ensure that teaching consistently provides appropriate feedback from staff to help pupils improve their work through the development and embedding of a whole school marking, feedback and assessment policy**

Key Staff Member: Rhian Meadows

Link Governor: Tim Baxter

Other Key Links: School Improvement Partner, Partner School

Rationale:

- **Improves pupil progress:** High-quality feedback is proven to be one of the most effective strategies for accelerating learning and closing gaps.
- **Promotes consistency:** A whole-school policy ensures that feedback practices are aligned, reducing confusion for pupils and staff.
- **Supports independence:** Clear, actionable feedback empowers pupils to take ownership of their learning and make improvements autonomously.
- **Enhances teacher workload management:** A streamlined policy prevents unnecessary marking and focuses on feedback that has real impact.
- Consistent assessment and feedback practices demonstrate strong curriculum intent, implementation, and impact.
- **Builds a culture of reflection:** Encourages both pupils and staff to engage in continuous improvement through meaningful dialogue about learning.

Monitoring Arrangements

- All actions and impact to be rag-rated with notes on impact in the final 'Evaluation and Impact' column of the SDP
- Via the school's monitoring cycle – working with the SIP to ensure that leaders collect a wide range of timely evidence of quality and standards to be able to report to governors on the most important areas for improvement such as Curriculum development and establish next steps.
- SIP to support Headteacher to ensure that the MER cycle identifies the most important areas for improvement
- Head teacher to report to the Governing Body during Governors meetings, on the progress made against the priorities within this SDP.

Links to:

National priorities of raising standards in:

- LLC
- Reducing the impact of poverty on educational attainment

National Mission:

- Learning for life
- Breaking down barriers to learning
- A positive education experience for all
- High quality teaching and leadership

Regional/local priorities:

- Autumn Term: Strengthen self-evaluation and improvement planning processes
- Spring Term: Independent learning
- Summer Term: Challenge and expectation

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Priority/Objectives Establish a clear whole school Teaching and Learning Strategy which includes non-negotiables and expectations by:	Links to PIAP 2024.25	Actions/Professional learning	Success Criteria	Resources	Timescale Start/End	Monitoring who, what,where,when
Reviewing the school's presentation policy to ensure that both teachers and pupils are clear about the expectations of the presentation of their work and there is a common understanding of expectations across all classes.	3.1	<ul style="list-style-type: none"> • Create a presentation policy (Nov 2025) • Monitor presentation across the school and identify areas of need • Implement the Nelson handwriting scheme across the school 	Pupils present their work with appropriate care and show pride in their work. HT/DHT/SIP		September 2025-June 2026	<ul style="list-style-type: none"> • SLT Monitoring: Half-termly book scrutiny across all subjects. <ul style="list-style-type: none"> • Learning walks to observe classroom practice. • Feedback to staff during phase meetings.
Co-constructing a marking, feedback and assessment policy, which will ensure immediacy, precision and pupil responsiveness (without creating unnecessary workload for staff) including live marking, verbal feedback and targeted feedback during focused groups to next steps for children in real time	3.10	<ul style="list-style-type: none"> • Most pupils know precisely what to do to improve as a result of teacher feedback • Feedback and feed-forward marking is evident in pupils' books. • Ensure that our 3 E's approach reflects research/informed best practices within marking, feedback and assessment 	HT/DHT Assessment and feedback supports nearly all children well to make at least expected progress. Learners use self and peer assessment as tools to improve their work further linked to success criteria as produced with the teacher. Written feedback is	Marking, assessment and feedback policy Research informed PL and development of policy	Autumn term 2025	<ul style="list-style-type: none"> • W/C Dec 4th Pupil progress meetings: • W/C Skill and knowledge progression in books/work (not content) <p>Extent to which actual Assessment and feedback is linked to improvements in books and next steps based on A and F are clear in planning (Boulders, pebbles and sand planning?)</p> <p>Are the children talking</p>

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			<p>targeted, precise and bespoke for individual learners to support pupils in improving their learning</p> <p>Use of everlasting success criteria on LLC BIU walls</p> <p>Development of BIU walls in Maths</p>			<p>about their learning. E.g. 5 q's for Clarity (What are you learning...?... alluding to skills and knowledge learnt (not what they have done (content), What do you need to succeed..?... and how they apply these skills when learning in other AOEs (across the curriculum) and know their next steps</p> <p>Attitudes to learning</p> <p>(Independence) What does independence look like?</p> <p>How effectively are BIUs being used?</p> <p>Data to be used to monitor and assess impact?</p>
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<p>Developing children's 'language of learning' to ensure they can talk about their learning confidently using the 5 questions for clarity and develop the ability to make links between different AoLEs</p>		<ul style="list-style-type: none"> Children are able to independently make links between AOLEs Implement Year 4: Faster reader project 	<p>Children will talk about the skills they are learning and not just what they are doing</p> <p>Children will talk confidently about their LI and what they need to do to succeed</p> <p>Children will value the importance feedback and understand how it moves their learning forward</p> <p>Children will take ownership of their learning i.e. knowing what they need to do to improve and where to go for help</p>	<p>5 questions for clarity</p> <p>PL with Dan Davies</p> <p>PL for teachers identified through children's responses</p>	<p>Summer term 2026</p>	<p>April 1st: Pupil progress meetings: As above</p> <p>April 9th: Listening to learners (all classes using the 5 questions for clarity)</p> <p>May 7th: Phase book look and evaluation of learning environment via a whole staff learning walk</p> <p>W/C June 2nd and W/C June 9th: National test data collection and analysis (All Staff)</p>
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Autumn Term Progress 2025	
Impact against actions and success criteria	Next steps for Spring Term
RAG rating for progress	

Spring Term Progress 2026	
Impact against actions and success criteria	Next steps for Summer Term
RAG rating for progress	

Summer Term Progress 2026	
Impact against actions and success criteria	Next steps for 2026.2027 SDP
RAG rating for progress	

Main SDP evaluations from 2025.2026			
Evaluation of SDP	Impact on Pupil progress	High Level evaluation/summary	
Priority 1			
Priority 2			
Priority 3			

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**All Saints Catholic Primary School
RE School Development Plan
2025.2026**

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Recommendations following Section 50 inspection May 2025

- Enhance, extend, and fully implement the RE curriculum in alignment with the Religious Education Directory, ensuring high-quality provision and comprehensive coverage across all classes, with a sustained focus on continuous improvement and development.
- Establish a collective worship evaluation process, led by staff and pupils, to drive improvement and ensure engaging, dynamic experiences that inspire and deepen faith.

Overview of priorities for RE school development 2025.26

Teaching and learning in RE

- Ensure that children develop their skills as **independent learners in RE**
- Develop pupils ability **to write at length**
- Ensure that theological **feedback** from staff helps pupils improve their work
- Ensure that the teaching of RE, provides appropriate **challenge** to all pupils
- Ensure that teacher **expectations** for all children are high in RE
- Ensure that the RE curriculum allows pupils to make choices in **how and what** they learn
- Embed the roles of **School Parliament groups** in order to influence key messages and actions at a whole school level

Leading and improving

- Ensure all stakeholders are included in developing our RE curriculum to ensure it is **cohesive, progressive and systematic**
- **Develop assessment arrangements with the Merthyr Cluster for the new RED**
- Ensure that Professional learning **directly influences the outcomes for all children in RE**
- Ensure that the **roles, responsibilities and accountability of SLT are clearly defined**

Care, support and wellbeing

- Continue to embed and formalise the approach to wellbeing across the school using the “Whole school Approach” model

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Priority 1: Strengthen self-evaluation and planning for improvement procedures in RE, in order to address the most important areas for improvement		
Key Staff Member: Joe Price, Dan Butler and Rhian meadows	Link Governor: Tim Baxter	Other Key Links: Archdiocese of Cardiff and Minerva
<p>What do we want to achieve in RE through the actions taken?</p> <ul style="list-style-type: none"> ▪ Develop effective and purposeful self-evaluation processes that identify the most important areas for improvement in all areas of RE, including our Catholic life and Mission and monitoring of Collective Worship ▪ Ensure that a cohesive and progressive RE curriculum provides appropriate challenge and assessment throughout the school. ▪ Develop the roles of the Senior leadership team so responsibilities and accountability for RE are clearly defined ▪ Ensure that there are effective processes in place to evaluate a wide range of first-hand evidence to enable leaders to evaluate the impact on RE SDP targets for improvement. ▪ Ensure that professional learning opportunities, effectively influence the outcomes for pupils in RE 		
<p>Monitoring Arrangements:</p> <ul style="list-style-type: none"> • All evaluations be rag-rated for impact • RE monitoring MER timetable to be adhered to • Action plans to be evaluated for impact in RE • Via the school's monitoring cycle – leaders to collect a wide range of timely evidence of quality and standards in RE to be able to report to governors on the most important areas for improvement such as RE Curriculum development and establish next steps. • Cluster schools (Merthyr and local), to support the Head teacher to ensure that the MER cycle for RE, identifies the most important areas for improvement • Head teacher to report to the Governing Body during Governors meetings, on the progress made against the priorities within this RESDP 		

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Priority 2: Ensure that the RE curriculum builds systematically and coherently and allows pupils to make choices in how and what they learn in order to develop their skills as independent learners

Key Staff Member: Joe Price, Deb Storey

Link Governor: Tim Baxter

Other Key Links: ADC and M

What do we want to achieve through actions taken?

- *Continue to work with the Merthyr Cluster to develop the RE curriculum and assessment arrangements, to implement systematic and consistent whole school planning and assessing for RE*
- *Plan and implement a coherent RE curriculum that develops over time*
- *Provide pupils with opportunities as they move through the school to make choices about how and what they learn in RE, so that they can apply their skills with appropriate levels of independence*
- *Provide pupils with opportunities to influence what and how they learn in RE*
- *Ensure that teachers have high expectations of what pupils can achieve in RE to produce work of a consistently high standard*
- *Ensure that teachers do not over-direct pupils but provide them with good opportunities to develop as independent learners in RE*
- *Embed the work of pupil leadership group (Chaplains), so that they have a beneficial impact on the Catholic life and Mission of the school*
- Ensure that there is effective use of assessment in learning (AfL) in RE across the school to support and challenge individual learning and plan for pupil's next steps in RE learning.
- Ensure that lesson planning clearly identifies opportunities to challenge pupil thinking in RE.
- Ensure that the quality of teacher's theological feedback, both written and verbal, works effectively to move pupils forward in their learning in RE.
- Ensure that teachers provide meaningful opportunities for pupils to embed and consolidate their learning in RE before moving on to more advanced tasks.

Monitoring Arrangements:

- All actions and impact to be evaluated for impact on standards in RE
- Staff meetings and SLT meetings to discuss support provided and any changes that are needed
- Monitor and report on the quality and impact of the support and collaboration with other schools for the school and put in place any changes or additions in accordance with Diocese requirements
- Via the school's monitoring cycle – leaders collect a wide range of timely evidence of quality and standards of RE to be able to Report to governors on the most important areas for improvement such as RE Curriculum development and establish next steps.
- Ensure that the RE MER cycle identifies the most important areas for improvement in RE
- Head teacher to report to the Governing Body during Governors meetings, on the progress made against the priorities within this RESDP

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Priority 3: Ensure that the teaching of RE consistently provides appropriate challenge and theological feedback from staff is precise and tailored and helps pupils improve their work		
Key Staff Member: Deb Storey (REC), Rhian Meadows (DHT) and Joe Price (HT)	Link Governor: Tim Baxter	Other Key Links: Archdiocese
What do we want to achieve through actions taken? <ul style="list-style-type: none"> • Ensure that pupils are provided with precise and tailored theological feedback that is beneficial in helping children to improve their deeper learning of RE ▪ Ensure that teachers have high expectations of what pupils can achieve in RE ▪ Ensure that staff use questioning effectively and frequently enough to move learning forward and to clarify their understanding of RE ▪ Ensure that teachers do not over-direct pupils but provide them with good opportunities to develop as independent learners in RE ▪ Ensure that teachers match the level of pupils' needs well so that this enables pupils to make good progress in RE ▪ Ensure that pupils are provided with opportunities to write at length in RE and continuously monitor their development ▪ Ensure that the school's presentation policy for RE, provides strategies to develop learner's ability to present their work with appropriate care ▪ Ensure that pupils use ICT skills in RE appropriate for their stage of development 		
Monitoring Arrangements: <ul style="list-style-type: none"> ▪ All actions and impact to be evaluated for impact on standards in RE ▪ Staff meetings and SLT meetings to discuss support provided and any changes that are needed ▪ Monitor and report on the quality and impact of the support and collaboration with other schools for the school and put in place any changes or additions in accordance with Diocese requirements ▪ Via the school's monitoring cycle – leaders collect a wide range of timely evidence of quality and standards of RE to be able to report to governors on the most important areas for improvement such as RE Curriculum and assessment development and establish next steps. ▪ Ensure that the RE MER cycle identifies the most important areas for improvement in RE ▪ Head teacher to report to the Governing Body during Governors meetings, on the progress made against the priorities within this RESDP 		